

SJC T/A



SJC Training Academy Trading as:

HB Academy

Safeguarding policy

Author: Sarah Chidley

Date: June 2022

Date of next review: June 2023

Safeguarding policy

Purpose:

The Government has defined the term 'safeguarding' as:

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

The Directors recognise it has a statutory and moral duty to ensure that HB Academy functions with a view to safeguarding and promoting the welfare of ALL learners receiving education and training through us. HB Academy's Safeguarding Policy is approved by The Board of Directors. There is a nominated member of staff who is the designated safeguarding officer who deals in Safeguarding matters. The safeguarding officer will ensure our policy is read and should be read in conjunction with the Department of Education's statutory guidance "Keeping Children Safe in Education" (KCSIE), September 2018.

Scope:	All learners, staff, directors, employers, work placement providers, contractors and visitors to the HB Academy sites
Responsibility:	The Directors, , Designated Safeguarding Lead (DSL)
Date of Policy Update:	June 2022
Frequency of Policy Review:	Annually
Policy Author:	Sarah Chidley

Objectives:

The objectives of Safeguarding are to help keep all learners safe through:

1. The provision of a safe and healthy environment for learners in which to learn effectively
2. Delivering an appropriate safeguarding curriculum through tutorial and learning programmes
3. Ensuring that safeguarding policies are understood and apply to external stakeholders involved in our programmes, especially partner employers (Apprenticeships and work placements).
4. Ensuring Human Resources policies and procedures contain effective safeguarding measures
5. Appropriately meeting the needs of vulnerable learners (those at risk of not achieving due to negative external factors or non-academic issues such as homelessness, cared for, care leavers or anyone that has required a risk assessment.)
6. Providing staff with safeguarding training consistent with their responsibilities.
7. Having appropriate measures in place to challenge and minimise the impact of bullying and harassment
8. Dealing effectively with concerns relating to the protection of children and adults at risk, including having due regard to the need to prevent people from being drawn into terrorism
9. Providing an effective referral mechanism for reporting and support, both internal and external

POLICY

Safeguarding at a strategic level is led by the Safeguarding with additional support from other Managers responsible for a specific area of safeguarding. The areas are:

- HR policies and practices – Sarah Chidley.
- Protection of Children and Adults at Risk – Emma Smith.
- Tutorial Curriculum – Sarah Chidley.
- Health and Safety – Emma Smith.
- Apprenticeships/Educational Visits/Work Placement – Sarah Chidley.
- E-Safety – Sarah Chidley.
- External partnerships and referrals – Sarah Chidley.

Please see Appendix 1 for the terms of reference for the Safeguarding Strategy Committee.

Please see Appendix 3 for the role description of the DSL

Confidentiality

Staff will be explicit at the beginning of a conversation with a learner that confidentiality may not be possible. It will depend on the nature of the disclosure and its impact on the wellbeing and safety of the learner or other. The learner will be informed when information has to be passed on and will be encouraged to do this for themselves whenever this is possible.

HB Academy will achieve the objectives of Safeguarding by ensuring:

HR policies and practices

- That robust Human Resources policies are adhered to and monitored through staff induction and appraisals
- The practice of safe recruitment in checking the suitability of all staff, volunteers and service providers to work with all learner groups, including identity checks and valid references is adhered to
- All directors, staff, volunteers and service providers have an up-to-date DBS check at the appropriate level compliant with our agreed HR policies.
- All staff are aware of what constitutes inappropriate relationships with learners and that it is a criminal offence under the Sexual Offences Act 2003 (abuse of position of trust) to enter into a sexual relationship with learners under 18, even if that relationship is consensual
- All staff, volunteers and directors have appropriate safeguarding training for their level of responsibility, including referral procedures and external referral agencies as appropriate.

Curriculum

- The Anti-Bullying and Harassment and the Disciplinary policies and procedures are adhered to and monitored
- All learners will receive tutorial support appropriate to their age, stage and programme and tutorial programmes are designed to support learners' learning and development
- The establishment of a learning environment where learners feel secure, are encouraged to talk and are listened to whilst they learn and develop
- That Parents/Carers/ Students are informed of HB Academy's Safeguarding policy and Child Protection policy and procedures in a timely manner

Child Protection and Adults at Risk

- Separate Child and Adult at Risk Protection Policy and Procedures are adhered to
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL / Child Protection Officers
- Learners are informed of the support available if they are worried or have concerns

Health and Safety

- Appropriate training and guidance is provided to all staff and learners to ensure they understand their responsibilities with regards to evacuation/lockdown
- Appropriate systems of inspection, monitoring and review are maintained
- That staff, learners, employers and visitors/contractors follow safe working practices at all times
- Health and Safety Inductions for all learners and employers are comprehensive and monitored

Work Experience Placements/Apprenticeship Employers

- That a robust Work Placement/Employer policy and procedures are adhered to and monitored
- Employers' premises and workstations are safe and risk assessed prior to programme commencement
- That staff and learners are provided with the appropriate training and learners are supervised throughout their placement
- That all employers are fully briefed on their obligations relating to HB academy's Safeguarding Policy

E-Safety

- That a robust E-Safety policy and procedures are adhered to and monitored
- Learners and staff are educated and supported in staying safe online which is the subject of a specific E-Safety Policy

Apprenticeships

- Apprentices are appropriately trained and risk assessed in the work place
- That all employers are fully briefed on their obligations relating to HB Academy's Safeguarding Policy; and are fully compliant before learning commences.

SAFEGUARDING TRAINING

In all cases, HB Academy will work with the Designated Safeguarding Lead to ensure that all staff receive the appropriate training in a timely manner and that all training is reviewed annually.

Training for staff will include the following:

- The nominated safeguarding officer and nominated deputies attend the required multi agency Child Protection training and thereafter refresher training at 2 yearly intervals
- All full time and part time staff are provided with basic awareness training for Safeguarding at induction and receive additional training as appropriate (with a maximum of 3 years between sessions)
- Temporary (hourly paid) staff and volunteers are provided with information on HB Academy's arrangements for Safeguarding and their personal responsibilities
- Training on the correct use of technology, how to identify hazards, how to deal with them and the safe working practices for social network sites
- Training on safe recruitment procedures as appropriate
- Training on the Anti-Bullying and Harassment policy and procedures
- Training on the Disciplinary policy and procedures in conjunction with the Mental Health Policy
- Health and Safety inductions for new staff
- Training as appropriate for conducting risk assessments

Training for learners will include:

- E-Safety Training
- Tutorials concerning Safeguarding Topics and British Values

Training for Employers will include:

- A comprehensive employer pack
- An employer induction
- Online learning resource available
- HB Academy's direct support available upon request

REVIEW & REPORTING

Strategic issues regarding Child Protection, Anti-Bullying and Harassment and Prevent issues will be discussed by the Safeguarding team regularly to determine trends.

Child Protection, Anti-Bullying and Harassment and Prevent operational issues will be reported to the Senior Management Team immediately.

This policy and related activity will be subject to an annual review by the Safeguarding officer which will make any appropriate recommendations to The Directors.

RECORD KEEPING

Records must be kept of all stages of any allegation, suspicion or incident of child abuse/concern and the subsequent investigation. These will be kept securely within Head Office, where in relation to external abuser. There will be further records kept within HR where in relation to allegations against staff members. Copies should not be kept by the originating division. Records will be kept for the appropriate length of time.

Anti-Bullying and Harassment records will be held centrally by the HB Academy until the learner leaves our provision, at which point they will be added to the learner file and retained in line with Data Protection Act and GDPR guidelines.

Appendix 1

SAFEGUARDING OFFICER

TERMS OF REFERENCE

1. To review termly and assess the effectiveness and appropriateness of:

- any activity related to the Safeguarding Policy
- training undertaken by staff, volunteers and directors in relation to Safeguarding
- the content of the Safeguarding Policy
- the Safeguarding Action Plan

2. To agree the annual report on the above with recommendations for developments. The report to be received and the recommendations considered by HB Academy Directors.

Appendix 2

DEFINITIONS OF ABUSE

Further information is available from Keeping Children Safe in Education September 2016.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in a institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children

Neglect

The persistent failure to meet a child's physical and psychological needs, likely to result in the serious impairment of their health or development.

It may involve:

- failing to provide adequate food, shelter and clothing
- failing to protect a child from physical harm or danger
- failure to ensure access to appropriate medical care or treatment
- neglect of a child's basic emotional needs
- failure to ensure satisfactory education

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. .

Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

The activities may involve:

- physical contact including penetrative or non-penetrative acts
- non-contact activities, such as involving children in looking at, or in the production of sexual images or watching sexual activities
- encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse Child sexual exploitation (CSE): is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status

Emotional Abuse The persistent emotional ill-treatment of a child so as to cause severe and adverse effects on their emotional development. It may involve:

- conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or “making fun” of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Additional forms of Abuse:

Domestic Abuse

Domestic abuse is defined as any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between individuals aged 16 years and over who are or have been intimate partners or family members regardless of gender or sexuality.

Child Sexual Exploitation

Involves exploitative situations, contexts and relationships where young people receive “something” (food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing sexual activities and/ or another performing sexual activities on them. Can occur through use of technology without the child's immediate recognition eg persuasion to post sexual images on the internet/mobile with no immediate payment or gain.

Those exploiting the child/young person have power over them by age, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common. It is unlikely that concerns about possible sexual exploitation are as a result of a one off incident.

Female Genital Mutilation

Female Genital Mutilation (FGM) is an unacceptable form of abuse and violence against girls and women; it is known as female circumcision and is illegal in the UK under the FGM Act 2003. FGM is practised in at least 28 African countries as well as countries in Middle East and Asia.

Research in the UK has identified three key communities, Somalis, Kenyans and Nigerians. These groups have both a higher prevalence of FGM and a significant UK Population. The practice tends to occur in areas of high populations of FGM practising communities. Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffering FGM. The practice is usually carried out on girls between infancy and 15 years.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

Forced Marriage (FM) / Honour Based Violence (HBV)

Forced marriage is primarily an issue of violence against women. Most cases involve young women and girls aged between 13 and 30 years, although, there is evidence to suggest that as many as 15% of victims are male. Forced Marriage is a criminal offence, the offences can include, abduction, physical violence, threatening behaviour. Sexual Intercourse without consent is rape.

Breast Ironing Also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

Hidden Harm The effects on the young person as a result of a parent or carers misuse of substances such as drugs or alcohol.

Prevent, Radicalisation and Extremism Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Keeping Children Safe in Education (2016) states: 'The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism' ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015.

Young people and vulnerable groups are particularly targeted by groups who may promote violent extremist activity. College staff should be aware of signs of radicalisation and have the confidence to report their concerns to the Safeguarding Team.

HB Academy will also promote the ethos of the 'Prevent' agenda by encouraging free and open debate but challenging extreme views. It will encourage through its classroom practice, theme weeks and induction activities, a belief in Equality of Opportunity and the celebration of Diversity.

HB Academy will not host or allow its premises to be used by extreme groups and will seek to prevent the distribution of extreme literature.

HB Academy has a legal responsibility to forbid the promotion of partisan political views in the teaching of any subject in HB Academy and must take such steps as are reasonably practicable to secure that where political issues are brought to the attention of learners they are offered a balanced presentation of opposing views. Promotion of any organisations linked to violent extremism is contrary to the values of HB Academy and could constitute misconduct.

HB Academy will provide appropriate support through its own staff or by referral to external agencies, for any learner in danger of radicalisation.

Teenage Relationship Abuse

Abuse in young people's relationships can involve the same forms of controlling and coercive behaviour, physical, emotional, psychological, financial and sexual violence and abuse as seen in adult relationships.

Peer on Peer Abuse Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh", "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras, lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Additional forms of abuse relevant to Adults at Risk:

Financial Abuse - Including theft, fraud, exploitation, the misuse of possessions or benefits and pressure applied in relation to financial transactions.

Discriminatory Abuse - This includes discrimination on the basis of race, culture, language, religion, gender, age, sexuality or disability and includes hate crime incidents

Unlawful deprivation of liberty - Restrictions or restraint can take away a person's freedom and so deprive them of their liberty. This may happen if restraint is used frequently or for extended periods, or a number of different restrictions are in place. There is no clear definition of when the use of restrictions and restraint crosses the line to depriving a person of their liberty.

Institutional - Institutional abuse occurs when the systems, processes and/or management of these is failing to safeguard a number of adults leaving them at risk of, or causing them, harm.

Appendix 3: Role of the designated safeguarding lead (extract from D of E's KCSIE 2018)

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Note: When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 4: Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Resources that could support schools and colleges include:

- UKCCIS has recently published its Education for a connected world framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18.
- The PSHE Association provides guidance to schools on developing their PSHE curriculum – www.pshe-association.org.uk
- Parent Zone and Google have developed Be Internet Legends a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils.

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement.

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCCIS have recently published Online safety in schools and colleges.

Staff training

Proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support schools, colleges and parents to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Organisation/Resource	What it does/provides
https://www.thinkuknow.co.uk/	NCA CEOPs advice on online safety
https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/	Home Office advice on healthy relationships, including sexting and pornography
https://www.saferinternet.org.uk/	Contains a specialist helpline for UK schools and colleges
https://swgfl.org.uk/	Includes a template for setting out online safety policies
https://www.internetmatters.org/	Help for parents on how to keep their children safe online
https://parentzone.org.uk/	Help for parents on how to keep their children safe online
https://www.childnet.com/resources/cyberbullying-guidance-for-schools	Guidance for schools on cyberbullying
https://www.pshe-association.org.uk/	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
https://educateagainsthate.com/	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis	The UK Council for Child Internet Safety's website provides: <ul style="list-style-type: none"> • Sexting advice • Online safety: Questions for Governing Bodies • Education for a connected world framework
https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools/	NSPCC advice for schools and colleges
https://www.net-aware.org.uk/	NSPCC advice for parents
https://www.common sense media.org/	Independent reviews, age ratings, & other information about all types of media for children and their parents
https://www.gov.uk/government/publications/searching-screening-and-confiscation	Guidance to schools on searching children in schools and confiscating items such as mobile phones
https://www.lgfl.net/online-safety/default.aspx	Advice and resources from the London Grid for Learning

